



June 2008

**DEPARTMENT OF EDUCATION**  
2007–2008 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the State's measure of student progress in achieving the State standards known as *Learning Results*, adopted by the Maine Legislature in 1997. These *Learning Results* established goals for what all students should know and be able to do at certain times in their school careers and are the basis for Grade Level/Span Expectations, which describe the assessment standards for each grade. The MEA is administered to students in all grades 3 through 8 to meet state assessment requirements and the requirements of the federal *No Child Left Behind Act*.

The 2007-2008 MEA summary reports contain the results of student achievement in reading and mathematics at all grades, science and technology at grades 4 and 8, and writing at grade 5 based on achievement standards set in 2006 and disaggregated by student and school characteristics. This report, together with MEA individual student and subject-specific class analysis reports, provides support for use in program evaluation and planning.

MEA results reflect scores based on test questions that are taken in common by the approximately 15,000 students in each grade level. Students' scores in each content area are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. The grade 5 writing reports provide information on a student's ability to respond to a prompt measuring narrative writing. More information about the design of the MEA is available at [www.maine.gov/education/mea/index.htm](http://www.maine.gov/education/mea/index.htm).

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and demonstrate that achievement through performance on the Maine Educational Assessment.

Sincerely,

Susan A. Gendron  
Commissioner of Education



## School Report Grade 4

Test Date: March 2008  
Code: 12161562  
SAU: MSAD 22  
School: Leroy H Smith School

### Contents of the Report

The report is divided into two main sections including a section describing the students tested and a separate section for the results in each content area.

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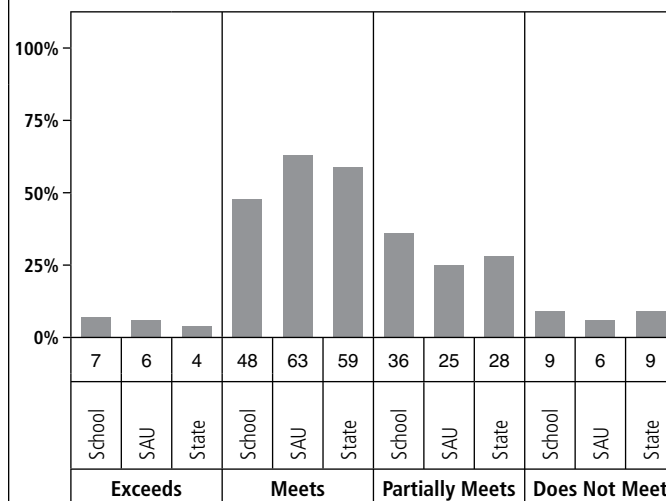
# SUMMARY OF SCORES

Test Date: March 2008  
Grade: 4  
SAU: MSAD 22  
School: Leroy H Smith School

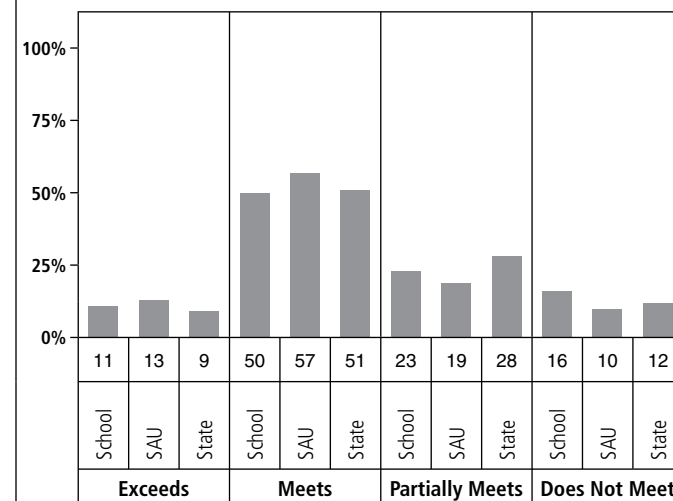
## Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
<b>ELA – Reading</b>			
2005–2006	441	445	444
2006–2007	444	446	445
<b>2007–2008</b>	<b>444</b>	<b>447</b>	<b>445</b>
Cum. Avg. *	443	446	445
<b>Mathematics</b>			
2005–2006	444	447	444
2006–2007	444	446	445
<b>2007–2008</b>	<b>445</b>	<b>448</b>	<b>445</b>
Cum. Avg. *	444	447	445
<b>Science &amp; Technology</b>			
2005–2006	441	446	444
2006–2007	441	445	444
<b>2007–2008</b>	<b>443</b>	<b>447</b>	<b>444</b>
Cum. Avg. *	442	446	444

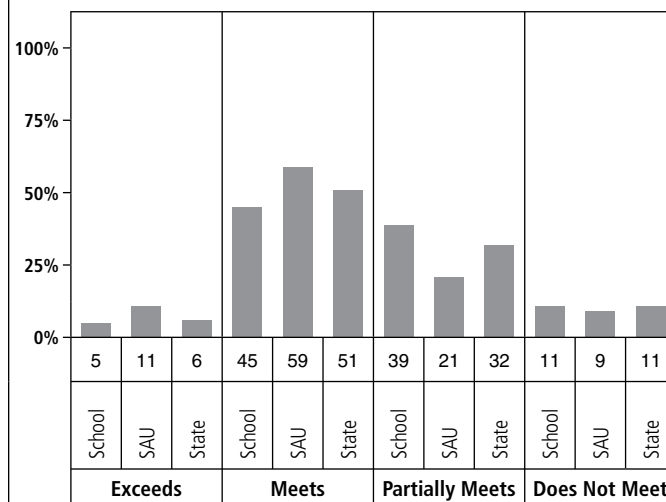
## ELA – READING



## MATHEMATICS



## SCIENCE AND TECHNOLOGY



\*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

# SUMMARY OF STUDENT PARTICIPATION

Test Date: March 2008  
Grade: 4  
SAU: MSAD 22  
School: Leroy H Smith School

CATEGORY OF PARTICIPATION	Enrollment <sup>1</sup> during testing window						CONTENT AREA PARTICIPATION <sup>2</sup>																							
							ELA-Reading						Mathematics						Science and Technology											
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Total number of students	46	100	171	100	14207	100	46	100	171	100	14181	100	46	100	171	100	14123	100	46	100	171	100	14115	99						
Ethnicity African American/Black	0	0	3	2	390	3	0	0	3	100	388	99	0	0	3	100	388	99	0	0	3	100	386	99						
American Indian or Native Alaskan	0	0	1	1	101	1	0	0	1	100	101	100	0	0	1	100	101	100	0	0	1	100	101	100						
Asian or Pacific Islander	0	0	2	1	263	2	0	0	2	100	259	98	0	0	2	100	262	100	0	0	2	100	262	100						
Hispanic	0	0	1	1	170	1	0	0	1	100	168	99	0	0	1	100	166	98	0	0	1	100	166	98						
Caucasian/White	46	100	164	96	13282	93	46	100	164	100	13264	100	46	100	164	100	13205	100	46	100	164	100	13199	99						
Not Reported	0	0	0	0	1	0	0	0	0	1	100	0	0	0	0	1	100	0	0	0	0	1	100							
Identified disability	17	37	47	27	2524	18	17	100	47	100	2514	100	17	100	47	100	2498	99	17	100	47	100	2494	99						
Current LEP	0	0	0	0	385	3	0	0	0	0	377	98	0	0	0	0	383	99	0	0	0	0	380	99						
Economically disadvantaged	13	28	30	18	5587	39	13	100	30	100	5569	100	13	100	30	100	5538	99	13	100	30	100	5534	99						
Migrant	0	0	0	0	5	0	0	0	0	5	100	0	0	0	0	5	100	0	0	0	0	5	100							

MODE OF PARTICIPATION <sup>3</sup>	ELA-Reading						Mathematics						Science and Technology											
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Participation without accommodations	27	59	114	67	10755	76	24	52	111	65	10730	76	27	59	114	67	10776	76						
Identified disability (PET/IEP)	1	4	3	3	375	3	1	4	3	3	374	3	1	4	3	3	384	4						
LEP	0	0	0	0	148	1	0	0	0	0	148	1	0	0	0	0	150	1						
504 plan	2	7	2	2	114	1	2	8	2	2	114	1	2	7	2	2	115	1						
Participation with accommodations	17	37	52	30	3298	23	20	43	55	32	3267	23	17	37	52	30	3215	23						
Identified disability (PET/IEP)	14	82	39	75	2013	61	14	70	39	71	1998	61	14	82	39	75	1986	62						
LEP	0	0	0	0	225	7	0	0	0	0	233	7	0	0	0	0	229	7						
504 plan	0	0	1	2	69	2	0	0	1	2	68	2	0	0	1	2	67	2						
Other	3	18	12	23	1046	32	6	30	15	27	1023	31	3	18	12	23	987	31						
Participation through alternate assessment (PAAP)	2	4	5	3	126	1	2	4	5	3	126	1	2	4	5	3	124	1						
Identified disability (PET/IEP)	2	100	5	100	126	100	2	100	5	100	126	100	2	100	5	100	124	100						
LEP	0	0	0	0	2	2	0	0	0	0	2	2	0	0	0	0	1	1						
504 plan	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0						
Approved non-participation in reading – 1st year LEP	0	0	0	0	2	0																		
Approved non-participation – special consideration	0	0	0	0	15	0	0	0	0	0	16	0	0	0	0	0	12	0						
Non-participation – other	0	0	0	0	11	0	0	0	0	0	68	0	0	0	0	0	80	1						

1 Percents are the percentage of students enrolled in each participation category.

2 Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

3 Percents are the percentage of students in each content area by mode.

# ELA–READING RESULTS

Test Date: March 2008  
Grade: 4  
SAU: MSAD 22  
School: Leroy H Smith School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (scaled score 461–480)	2005-2006	1	2	12	7	601	4
	2006-2007	0	0	5	4	507	4
	<b>2007-2008</b>	<b>3</b>	<b>7</b>	<b>10</b>	<b>6</b>	<b>559</b>	<b>4</b>
	Cum. Total*	4	3	27	6	1667	4
<b>Meets the Standards</b> – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (scaled score 441–460)	2005-2006	23	49	102	61	7910	57
	2006-2007	31	66	100	71	8749	63
	<b>2007-2008</b>	<b>21</b>	<b>48</b>	<b>104</b>	<b>63</b>	<b>8308</b>	<b>59</b>
	Cum. Total*	75	54	306	65	24967	60
<b>Partially Meets the Standards</b> – The student’s work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student’s ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (scaled score 431–440)	2005-2006	14	30	38	23	3970	29
	2006-2007	10	21	25	18	3467	25
	<b>2007-2008</b>	<b>16</b>	<b>36</b>	<b>42</b>	<b>25</b>	<b>3922</b>	<b>28</b>
	Cum. Total*	40	29	105	22	11359	27
<b>Does Not Meet the Standards</b> – The student’s work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student’s responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (scaled score 400–430)	2005-2006	9	19	15	9	1421	10
	2006-2007	6	13	11	8	1165	8
	<b>2007-2008</b>	<b>4</b>	<b>9</b>	<b>10</b>	<b>6</b>	<b>1264</b>	<b>9</b>
	Cum. Total*	19	14	36	8	3850	9

Learning Results Content Standard Cluster	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
<b>Total Reading Cluster</b>	<b>48</b>	<b>100</b>	28.8	60.0	31.1	64.8	29.7	61.9
<b>Literary Text</b>	<b>24</b>	<b>50</b>	14.9	62.1	16.3	67.9	15.5	64.6
<b>Informational Text</b>	<b>24</b>	<b>50</b>	13.9	57.9	14.8	61.7	14.2	59.2

The Maine *Learning Results* reading cluster includes Content Standards A (Process of Reading), B (Literature and Culture), and D (Informational Texts). The MEA assesses students’ reading skills based on questions related to two types of reading passages: literary and informational. Passages include both long and short texts, selected from developmentally appropriate works. Items on the MEA measure Grade Level Expectations, based on Maine’s 1997 *Learning Results*, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.

# ELA-READING RESULTS

## (CONTINUED)

Test Date: March 2008  
Grade: 4  
SAU: MSAD 22  
School: Leroy H Smith School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	44	3	7	21	48	16	36	4	9	444	166	6	63	25	6	447	14053	4	59	28	9	445
<b>Ethnicity</b>																						
African American/Black	0										3						384	1	36	35	28	438
American Indian or Native Alaskan	0										1						101	1	46	44	10	442
Asian or Pacific Islander	0										2						259	6	61	22	11	445
Hispanic	0										1						164	0	45	38	16	440
Caucasian/White	44	3	7	21	48	16	36	4	9	444	159	6	62	26	6	446	13144	4	60	28	8	445
Not Reported	0										0						1					
<b>Identified disability</b>																						
Yes	15	0	0	3	20	9	60	3	20	438	42	2	29	52	17	439	2388	0	29	44	26	437
No	29	3	10	18	62	7	24	1	3	447	124	7	74	16	2	449	11665	5	65	25	6	446
<b>Current LEP</b>																						
Yes	0										0						373	1	32	35	32	436
No	44	3	7	21	48	16	36	4	9	444	166	6	63	25	6	447	13680	4	60	28	8	445
<b>Economically disadvantaged</b>																						
Yes	12	1	8	4	33	6	50	1	8	443	29	3	38	45	14	441	5502	1	47	37	14	441
No	32	2	6	17	53	10	31	3	9	444	137	7	68	21	4	448	8551	6	67	22	5	447
<b>Migrant</b>																						
Yes	0										0						5	0	40	60	0	445
No	44	3	7	21	48	16	36	4	9	444	166	6	63	25	6	447	14048	4	59	28	9	445
<b>Gender</b>																						
Female	25	2	8	12	48	8	32	3	12	444	80	9	63	19	10	447	6959	5	61	26	8	446
Male	19	1	5	9	47	8	42	1	5	444	86	3	63	31	2	446	7093	3	57	30	10	444
Not Reported	0										0						1					
<b>Title 1A targeted program</b>																						
Yes	14	0	0	6	43	7	50	1	7	440	27	0	48	41	11	441	1890	0	37	46	17	439
No	30	3	10	15	50	9	30	3	10	446	139	7	65	22	5	448	12163	5	63	25	8	446
<b>Gifted/talented program</b>																						
Yes	6	2	33	4	67	0	0	0	0	458	15	40	60	0	0	459	266	21	74	4	0	456
No	38	1	3	17	45	16	42	4	11	442	151	3	63	28	7	445	13787	4	59	28	9	445

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

# ELA–READING RESULTS

## (QUESTIONNAIRE ITEMS)

Test Date: March 2008  
Grade: 4  
SAU: MSAD 22  
School: Leroy H Smith School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
<b>How much homework do you do on school nights?</b>																						
A. none	5	0	0	0	0	0	0	2	100	429	2	0	0	25	75	429	5	1	42	36	21	440
B. less than one hour	68	2	7	15	50	11	37	2	7	445	80	5	66	23	5	447	74	4	62	27	7	445
C. one to two hours	20	0	0	5	56	4	44	0	0	442	16	7	59	33	0	447	18	5	59	29	7	446
D. more than two hours	7	1	33	1	33	1	33	0	0	451	2	33	33	33	0	451	2	3	32	34	31	438
<b>How well do the questions that you have just been given on this MEA test match what you have learned in school about reading?</b>																						
A. The questions on the test match what I have learned in reading class.	36	1	6	9	56	4	25	2	13	444	35	9	72	16	3	450	30	6	63	24	7	446
B. They match some of what I have learned.	48	2	10	10	48	8	38	1	5	445	51	6	64	25	5	446	52	4	63	27	6	446
C. They match just a little of what I have learned.	9	0	0	2	50	2	50	0	0	443	9	0	47	40	13	441	12	2	46	37	15	441
D. There is no match.	7	0	0	0	0	2	67	1	33	436	5	0	11	67	22	438	5	0	33	40	26	437
<b>Which of the following best describes how you rate yourself as a student in reading?</b>																						
A. very good	34	3	20	9	60	3	20	0	0	451	34	16	70	14	0	451	35	7	66	20	6	448
B. good	55	0	0	8	33	12	50	4	17	440	52	1	63	27	9	445	51	3	60	29	7	445
C. fair	11	0	0	4	80	1	20	0	0	444	13	0	52	38	10	442	12	1	44	40	16	440
D. poor	0										2	0	0	100	0	438	2	0	23	47	30	436
<b>How hard was the reading part of this test?</b>																						
A. harder than my regular schoolwork	27	1	8	3	25	6	50	2	17	442	17	11	39	32	18	444	19	2	46	34	17	442
B. about the same as my regular schoolwork	52	2	9	12	52	8	35	1	4	445	59	6	71	21	2	448	62	5	64	26	5	446
C. easier than my regular schoolwork	20	0	0	6	67	2	22	1	11	443	24	3	62	28	8	444	18	3	58	29	10	444
<b>How hard were the reading passages on this test?</b>																						
A. Most of the passages were more difficult than what I usually read.	9	0	0	0	0	2	50	2	50	434	12	0	21	53	26	437	14	0	32	46	22	438
B. Most of the passages were about the same as what I usually read.	52	2	9	8	35	11	48	2	9	443	49	5	65	25	5	447	52	3	62	28	7	445
C. Most of the passages were easier than what I usually read.	39	1	6	13	76	3	18	0	0	448	40	9	71	18	2	449	33	7	68	20	5	448
<b>How much time do you spend reading at home each day?</b>																						
A. more than one hour	20	0	0	6	67	2	22	1	11	444	19	13	71	13	3	450	18	7	64	22	7	447
B. 20 minutes to an hour	57	3	12	13	52	7	28	2	8	445	62	6	68	22	4	447	55	4	64	26	6	446
C. less than 20 minutes	14	0	0	1	17	5	83	0	0	439	9	0	33	47	20	439	14	2	53	33	12	443
D. I rarely read at home.	9	0	0	1	25	2	50	1	25	442	10	0	41	47	12	443	13	1	44	39	16	441
<b>How many pages do you read in school and to complete homework assignments?</b>																						
A. five or fewer pages	36	1	6	8	50	4	25	3	19	443	20	3	50	31	16	443	23	3	50	34	13	442
B. six to ten pages	25	0	0	3	27	8	73	0	0	441	26	2	56	37	5	446	25	3	60	29	8	444
C. eleven or more pages	39	2	12	10	59	4	24	1	6	447	54	9	70	18	3	448	52	5	64	24	6	446
<b>Optional school/SAU question</b>																						
A.	0										0											
B.	0										0											
C.	0										0											
D.	100	0	0	1	100	0	0	0	0	444	100	0	67	33	0	445						

# MATHEMATICS RESULTS

Test Date: March 2008  
Grade: 4  
SAU: MSAD 22  
School: Leroy H Smith School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student’s work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (scaled score 461–480)	2005-2006	4	9	24	14	1294	9
	2006-2007	4	9	12	9	1054	8
	<b>2007-2008</b>	<b>5</b>	<b>11</b>	<b>22</b>	<b>13</b>	<b>1321</b>	<b>9</b>
	Cum. Total*	13	9	58	12	3669	9
<b>Meets the Standards</b> – The student’s work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student’s work may contain minor errors. (scaled score 441–460)	2005-2006	21	45	81	49	7000	50
	2006-2007	26	55	82	58	7394	53
	<b>2007-2008</b>	<b>22</b>	<b>50</b>	<b>95</b>	<b>57</b>	<b>7079</b>	<b>51</b>
	Cum. Total*	69	50	258	54	21473	51
<b>Partially Meets the Standards</b> – The student’s work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (scaled score 429–440)	2005-2006	16	34	42	25	3784	27
	2006-2007	9	19	30	21	3729	27
	<b>2007-2008</b>	<b>10</b>	<b>23</b>	<b>32</b>	<b>19</b>	<b>3955</b>	<b>28</b>
	Cum. Total*	35	25	104	22	11468	27
<b>Does Not Meet the Standards</b> – The student’s work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (scaled score 400–428)	2005-2006	6	13	20	12	1894	14
	2006-2007	8	17	17	12	1735	12
	<b>2007-2008</b>	<b>7</b>	<b>16</b>	<b>17</b>	<b>10</b>	<b>1642</b>	<b>12</b>
	Cum. Total*	21	15	54	11	5271	13

Learning Results Content Standard Clusters	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Cluster 1: Numbers and Operations	15	31	9.3	62.0	10.0	66.7	9.5	63.3
Cluster 2: Shape and Size	14	29	8.8	62.9	9.3	66.4	9.1	65.0
Cluster 3: Mathematical Decision Making	5	10	3.5	70.0	3.6	72.0	3.4	68.0
Cluster 4: Patterns	14	29	9.9	70.7	10.3	73.6	9.7	69.3

- Cluster 1: Numbers and Operations**  
A. Numbers and Number Sense  
B. Computation  
I. Discrete Mathematics (grades 3 and 4 only)
- Cluster 2: Shape and Size**  
E. Geometry  
F. Measurement
- Cluster 3: Mathematical Decision Making**  
C. Data Analysis and Statistics  
D. Probability
- Cluster 4: Patterns**  
G. Patterns, Relations, and Functions  
H. Algebra Concepts  
K. Mathematical Communication

Each content standard in the clusters above is defined in Maine’s 1997 *Learning Results*, which are the basis for Grade Level Expectations. Each item on the MEA measures a grade level expectation, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.

# MATHEMATICS RESULTS

## (CONTINUED)

Test Date: March 2008  
 Grade: 4  
 SAU: MSAD 22  
 School: Leroy H Smith School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	44	5	11	22	50	10	23	7	16	445	166	13	57	19	10	448	13997	9	51	28	12	445
<b>Ethnicity</b>																						
African American/Black	0										3						386	4	26	34	36	434
American Indian or Native Alaskan	0										1						101	3	46	41	11	442
Asian or Pacific Islander	0										2						262	14	51	23	12	447
Hispanic	0										1						162	4	41	34	21	440
Caucasian/White	44	5	11	22	50	10	23	7	16	445	159	13	57	19	11	447	13085	10	51	28	11	446
Not Reported	0										0						1					
<b>Identified disability</b>																						
Yes	15	0	0	6	40	3	20	6	40	437	42	5	31	33	31	437	2372	3	31	36	30	436
No	29	5	17	16	55	7	24	1	3	449	124	16	66	15	3	451	11625	11	54	27	8	447
<b>Current LEP</b>																						
Yes	0										0						381	4	33	28	35	435
No	44	5	11	22	50	10	23	7	16	445	166	13	57	19	10	448	13616	10	51	28	11	445
<b>Economically disadvantaged</b>																						
Yes	12	0	0	5	42	5	42	2	17	441	29	3	41	28	28	439	5472	5	41	35	19	440
No	32	5	16	17	53	5	16	5	16	446	137	15	61	18	7	449	8525	13	56	24	7	448
<b>Migrant</b>																						
Yes	0										0						5	0	80	20	0	448
No	44	5	11	22	50	10	23	7	16	445	166	13	57	19	10	448	13992	9	51	28	12	445
<b>Gender</b>																						
Female	25	1	4	14	56	5	20	5	20	442	80	11	59	14	16	447	6933	9	50	29	12	445
Male	19	4	21	8	42	5	26	2	11	448	86	15	56	24	5	449	7063	10	51	27	11	446
Not Reported	0										0						1					
<b>Title 1A targeted program</b>																						
Yes	14	0	0	5	36	8	57	1	7	440	27	4	41	44	11	442	1890	2	34	41	23	438
No	30	5	17	17	57	2	7	6	20	447	139	15	60	14	10	449	12107	11	53	26	10	446
<b>Gifted/talented program</b>																						
Yes	6	4	67	2	33	0	0	0	0	463	15	67	33	0	0	464	266	45	49	5	0	461
No	38	1	3	20	53	10	26	7	18	442	151	8	60	21	11	446	13731	9	51	29	12	445

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number



# MATHEMATICS RESULTS

## (QUESTIONNAIRE ITEMS)

Test Date: March 2008  
Grade: 4  
SAU: MSAD 22  
School: Leroy H Smith School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
<b>How much homework do you do on school nights?</b>																						
A. none	5	0	0	0	0	0	0	2	100	425	2	25	0	0	75	432	5	6	34	33	27	438
B. less than one hour	68	3	10	16	53	8	27	3	10	445	80	13	58	21	8	448	74	10	52	28	10	446
C. one to two hours	20	1	11	4	44	2	22	2	22	443	16	11	63	15	11	448	18	10	52	28	10	446
D. more than two hours	7	1	33	2	67	0	0	0	0	458	2	33	67	0	0	458	2	5	33	28	34	436
<b>How well do the questions that you have just been given on this MEA test match what you have learned in school about mathematics?</b>																						
A. The questions on the test match what I have learned in mathematics class.	41	4	22	8	44	4	22	2	11	448	46	22	58	14	5	452	38	13	56	23	8	448
B. They match some of what I have learned.	45	1	5	13	65	5	25	1	5	446	43	7	64	22	7	447	48	8	52	29	10	445
C. They match just a little of what I have learned.	7	0	0	1	33	0	0	2	67	435	5	0	22	22	56	432	10	4	35	39	22	439
D. There is no match.	7	0	0	0	0	1	33	2	67	427	5	0	25	38	38	432	4	2	25	33	40	433
<b>Which of the following best describes how you rate yourself as a student in mathematics?</b>																						
A. very good	39	5	29	8	47	3	18	1	6	452	40	30	55	9	6	454	35	16	55	20	8	449
B. good	32	0	0	8	57	2	14	4	29	440	36	3	63	23	10	445	48	7	52	31	11	445
C. fair	27	0	0	6	50	5	42	1	8	442	20	0	48	36	15	440	14	3	41	38	18	440
D. poor	2	0	0	0	0	0	0	1	100	426	4	0	71	0	29	443	3	1	29	36	34	435
<b>How hard was the mathematics part of this test?</b>																						
A. harder than my regular schoolwork	14	0	0	4	67	1	17	1	17	446	14	4	52	22	22	443	15	4	38	33	25	439
B. about the same as my regular schoolwork	59	2	8	13	50	7	27	4	15	443	58	13	61	20	6	449	64	10	54	28	9	446
C. easier than my regular schoolwork	27	3	25	5	42	2	17	2	17	448	28	19	51	17	13	447	21	13	52	24	11	447
<b>How often do you use hands-on materials in mathematics class?</b>																						
A. almost every day	36	2	13	7	44	5	31	2	13	445	27	11	52	18	18	445	23	8	47	29	16	443
B. two or three days a week	50	2	9	13	59	5	23	2	9	447	55	12	68	15	4	450	36	11	54	27	9	447
C. two or three times each month	9	1	25	1	25	0	0	2	50	435	13	27	23	36	14	445	25	10	53	27	10	446
D. never or almost never	5	0	0	1	50	0	0	1	50	441	5	0	56	22	22	440	16	9	46	32	13	444
<b>How often do you use calculators in mathematics class?</b>																						
A. almost every day	0										2	0	50	25	25	433	5	3	30	33	33	436
B. two or three days a week	14	0	0	3	50	1	17	2	33	440	18	17	43	20	20	446	19	8	50	30	12	445
C. two or three times each month	57	5	20	15	60	4	16	1	4	450	54	17	64	16	3	451	38	11	55	26	8	447
D. never or almost never	30	0	0	4	31	5	38	4	31	437	26	5	53	26	16	443	38	9	50	29	12	445
<b>On average, how many minutes a day do you spend working on mathematics in class?</b>																						
A. less than 30 minutes	0										1	0	100	0	0	448	8	3	33	38	25	438
B. 30–45 minutes	27	0	0	7	58	3	25	2	17	442	16	4	50	27	19	442	27	6	48	33	13	443
C. 45–60 minutes	48	1	5	11	52	5	24	4	19	442	19	6	56	22	16	444	38	11	54	26	9	447
D. more than 60 minutes	25	4	36	4	36	2	18	1	9	452	64	18	59	17	7	450	26	13	55	23	9	448
<b>Optional school/SAU question</b>																						
A.	0										0											
B.	0										0											
C.	0										0											
D.	100	0	0	0	0	1	100	0	0	440	100	0	67	33	0	447						

# SCIENCE AND TECHNOLOGY RESULTS

Test Date: March 2008  
Grade: 4  
SAU: MSAD 22  
School: Leroy H Smith School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student’s work demonstrates in-depth understanding of essential concepts in science, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information, analyze and solve difficult problems using the processes of scientific inquiry, and explain complex concepts using evidence and proper terminology to support and communicate logical conclusions. (scaled score 461–480)	2005-2006	3	6	13	8	751	5
	2006-2007	1	2	10	7	963	7
	<b>2007-2008</b>	<b>2</b>	<b>5</b>	<b>18</b>	<b>11</b>	<b>882</b>	<b>6</b>
	Cum. Total*	6	4	41	9	2596	6
<b>Meets the Standards</b> – The student’s work demonstrates a general understanding of essential concepts in science, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve routine problems using the processes of scientific inquiry and explain central concepts with sufficient clarity and accuracy to demonstrate general understanding. (scaled score 441–460)	2005-2006	17	35	99	59	7251	52
	2006-2007	22	47	75	53	6824	49
	<b>2007-2008</b>	<b>20</b>	<b>45</b>	<b>98</b>	<b>59</b>	<b>7130</b>	<b>51</b>
	Cum. Total*	59	42	272	57	21205	51
<b>Partially Meets the Standards</b> – The student’s work demonstrates incomplete understanding of essential concepts in science and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems using scientific inquiry but the quality of responses is inconsistent. Explanation of concepts may be incomplete or unclear. (scaled score 429–440)	2005-2006	19	40	43	26	4514	32
	2006-2007	14	30	37	26	4382	32
	<b>2007-2008</b>	<b>17</b>	<b>39</b>	<b>35</b>	<b>21</b>	<b>4433</b>	<b>32</b>
	Cum. Total*	50	36	115	24	13329	32
<b>Does Not Meet the Standards</b> – The student’s work demonstrates limited understanding of essential concepts in science and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and use the skills of scientific inquiry. There are many inaccuracies and explanations are illogical, incomplete, or missing. (scaled score 400–428)	2005-2006	9	19	13	8	1458	10
	2006-2007	10	21	19	13	1735	12
	<b>2007-2008</b>	<b>5</b>	<b>11</b>	<b>15</b>	<b>9</b>	<b>1546</b>	<b>11</b>
	Cum. Total*	24	17	47	10	4739	11

Learning Results Content Standard Clusters	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Cluster 1: Life Sciences	12	25	7.9	65.8	8.4	70.0	8.0	66.7
Cluster 2: Physical Sciences	12	25	6.7	55.8	7.3	60.8	7.2	60.0
Cluster 3: Earth and Space Sciences	12	25	7.7	64.2	8.3	69.2	7.4	61.7
Cluster 4: Nature and Implications of Science	12	25	7.4	61.7	8.3	69.2	7.6	63.3

## Cluster 1: Life Sciences

- A. Classifying Life Forms
- B. Ecology
- C. Cells

## Cluster 2: Physical Sciences

- E. Structure of Matter
- H. Energy
- I. Motion

## Cluster 3: Earth and Space Sciences

- D. Continuity and Change
- F. The Earth
- G. The Universe

## Cluster 4: Nature and Implications of Science

- J. Inquiry and Problem Solving
- K. Scientific Reasoning
- L. Communication
- M. Implications of Science & Technology

Each content standard in the clusters shown is defined in Maine’s 1997 *Learning Results*, which are the basis for science and technology Grade Span Expectations. Each item on the MEA measures a grade span expectation, which can be found at <http://www.maine.gov/education/lslat/gles.htm>.

# SCIENCE AND TECHNOLOGY RESULTS

(CONTINUED)

Test Date: March 2008  
Grade: 4  
SAU: MSAD 22  
School: Leroy H Smith School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	44	2	5	20	45	17	39	5	11	443	166	11	59	21	9	447	13991	6	51	32	11	444
<b>Ethnicity</b>																						
African American/Black	0										3						385	2	27	35	36	434
American Indian or Native Alaskan	0										1						101	3	44	44	10	441
Asian or Pacific Islander	0										2						262	5	52	28	14	443
Hispanic	0										1						162	2	38	39	21	439
Caucasian/White	44	2	5	20	45	17	39	5	11	443	159	9	60	21	9	447	13080	7	52	31	10	444
Not Reported	0										0						1					
<b>Identified disability</b>																						
Yes	15	0	0	4	27	8	53	3	20	438	42	2	45	29	24	440	2370	2	32	41	25	437
No	29	2	7	16	55	9	31	2	7	446	124	14	64	19	4	450	11621	7	55	30	8	445
<b>Current LEP</b>																						
Yes	0										0						379	1	25	35	39	433
No	44	2	5	20	45	17	39	5	11	443	166	11	59	21	9	447	13612	6	52	32	10	444
<b>Economically disadvantaged</b>																						
Yes	12	0	0	4	33	6	50	2	17	439	29	3	41	38	17	440	5470	3	41	39	18	440
No	32	2	6	16	50	11	34	3	9	445	137	12	63	18	7	449	8521	9	57	27	7	446
<b>Migrant</b>																						
Yes	0										0						5	20	20	40	20	443
No	44	2	5	20	45	17	39	5	11	443	166	11	59	21	9	447	13986	6	51	32	11	444
<b>Gender</b>																						
Female	25	1	4	9	36	12	48	3	12	442	80	10	53	26	11	446	6929	6	49	33	12	443
Male	19	1	5	11	58	5	26	2	11	445	86	12	65	16	7	448	7061	7	53	30	10	444
Not Reported	0										0						1					
<b>Title 1A targeted program</b>																						
Yes	14	0	0	5	36	6	43	3	21	439	27	0	48	37	15	441	1888	1	32	44	23	437
No	30	2	7	15	50	11	37	2	7	445	139	13	61	18	8	448	12103	7	54	30	9	445
<b>Gifted/talented program</b>																						
Yes	6	2	33	4	67	0	0	0	0	453	15	40	60	0	0	457	266	30	65	5	1	457
No	38	0	0	16	42	17	45	5	13	442	151	8	59	23	10	446	13725	6	51	32	11	444

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

# SCIENCE AND TECHNOLOGY RESULTS

## (QUESTIONNAIRE ITEMS)

Test Date: March 2008  
Grade: 4  
SAU: MSAD 22  
School: Leroy H Smith School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
<b>How much homework do you do on school nights?</b>																						
A. none	5	0	0	0	0	2	100	0	0	438	2	0	25	50	25	435	5	4	37	36	22	439
B. less than one hour	68	1	3	14	47	11	37	4	13	442	80	10	60	20	10	447	74	6	53	31	10	444
C. one to two hours	20	0	0	5	56	4	44	0	0	445	16	15	63	22	0	450	18	7	52	32	8	445
D. more than two hours	7	1	33	1	33	0	0	1	33	449	2	33	33	0	33	449	2	4	31	33	32	437
<b>How well do the questions that you have just been given on this MEA test match what you have learned in school about science?</b>																						
A. The questions on the test match what I have learned in science class.	27	0	0	6	50	5	42	1	8	443	22	6	69	19	6	449	24	9	53	28	10	446
B. They match some of what I have learned.	50	0	0	11	50	10	45	1	5	444	53	13	60	22	6	449	49	6	54	31	9	445
C. They match just a little of what I have learned.	20	2	22	3	33	1	11	3	33	442	22	14	49	19	19	444	21	4	47	36	13	442
D. There is no match.	2	0	0	0	0	1	100	0	0	438	3	0	40	40	20	438	6	2	35	37	25	438
<b>Which of the following best describes how you rate yourself as a student in science?</b>																						
A. very good	18	0	0	5	63	2	25	1	13	446	23	18	62	15	5	452	25	9	53	27	10	446
B. good	57	2	8	8	32	11	44	4	16	442	55	10	63	21	7	448	54	6	55	30	9	445
C. fair	25	0	0	7	64	4	36	0	0	445	20	6	48	24	21	441	19	3	43	40	15	441
D. poor	0										2	0	33	67	0	443	3	2	28	42	29	435
<b>How difficult was the science part of this test?</b>																						
A. harder than my regular schoolwork	33	1	7	7	50	4	29	2	14	443	26	12	60	16	12	446	22	5	45	35	15	442
B. about the same as my regular schoolwork	44	1	5	5	26	11	58	2	11	441	54	12	57	25	6	448	62	7	53	31	9	445
C. easier than my regular schoolwork	23	0	0	7	70	2	20	1	10	446	20	6	59	19	16	446	16	7	52	28	13	444
<b>How often do you have science classes?</b>																						
A. every day	20	0	0	7	78	2	22	0	0	446	16	8	69	15	8	448	24	7	48	33	12	444
B. a few times a week	61	2	7	10	37	11	41	4	15	444	66	15	57	19	9	449	53	7	54	31	9	445
C. once a week	5	0	0	1	50	1	50	0	0	445	3	0	20	60	20	438	9	6	46	33	15	442
D. a few times a month	14	0	0	2	33	3	50	1	17	436	15	0	64	28	8	443	14	5	50	31	14	443
<b>Which statement best describes how you learn science?</b>																						
A. I mostly read a textbook and answer questions, and/or take notes and do assignments. I use science kits for demonstrations and experiments.	36	0	0	7	44	8	50	1	6	442	16	7	52	30	11	443	25	5	48	34	13	443
B. I work in groups to design and conduct experiments.	18	0	0	2	25	4	50	2	25	438	14	4	39	35	22	441	27	4	46	37	13	442
C. I do a combination of A and B, but mostly A.	36	2	13	8	50	4	25	2	13	446	40	12	67	15	6	449	26	7	56	28	8	445
D. I do a combination of A and B, but mostly B.	9	0	0	3	75	1	25	0	0	449	30	14	61	18	6	450	22	9	55	26	9	446
<b>Optional school/SAU question</b>																						
A.	0										0											
B.	0										0											
C.	0										0											
D.	100	0	0	1	100	0	0	0	0	454	100	33	33	33	0	453						